



## Walhalla Elementary

PO Box 370

Walhalla, SC 29691

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School |              |
| <b>Enrollment</b>     | 510 Students          |              |
| <b>Principal</b>      | Steve Hanvey          | 864-886-4480 |
| <b>Superintendent</b> | Dr. Michael Lucas     | 864-886-4400 |
| <b>Board Chair</b>    | Harry B. Mays, Jr.    | 864-972-3629 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year        | Absolute Rating | Growth Rating        |
|-------------|-----------------|----------------------|
| <b>2008</b> | <b>Good</b>     | <b>Below Average</b> |
| 2007        | Good            | Average              |
| 2006        | Good            | Good                 |
| 2005        | Good            | Average              |
| 2004        | Excellent       | Good                 |

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

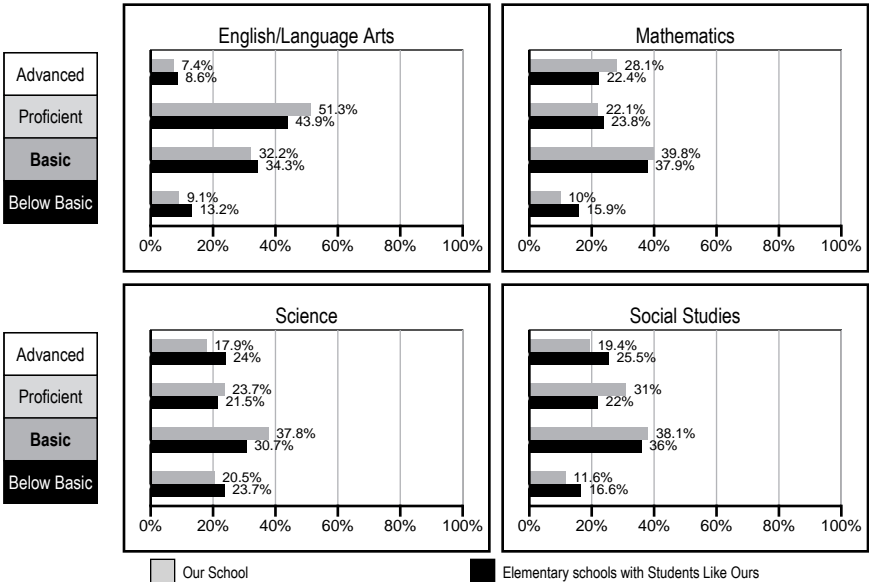
96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 4         | 26   | 44      | 1             | 0       |

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

|             |   |
|-------------|---|
| Advanced    | Exceeded expectations, Very high score, very well prepared to work at next grade level  |
| Proficient  | Met expectations, Well prepared to work at next grade level   |
| Basic       | Met standards, Minimally prepared, can go to next grade level   |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=510)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                           | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 1.6%       | Down from 1.9%        | 1.8%                                       | 2.3%                     |
| Attendance rate  | 97.2%      | Up from 96.6%         | 96.5%                                      | 96.3%                    |
| Eligible for gifted and talented   | 26.9%      | Up from 26.3%         | 16.7%                                      | 10.4%                    |
| With disabilities other than speech  | 4.4%       | Down from 5.8%        | 6.5%                                       | 7.5%                     |
| Older than usual for grade   | 0.0%       | Down from 1.0%        | 0.3%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=38)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 34.2%      | Up from 33.3%         | 60.7%                                      | 56.7%                    |
| Continuing contract teachers   | 78.9%      | Up from 78.8%         | 80.6%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 88.9%      | Up from 87.0%         | 88.8%                                      | 86.4%                    |
| Teacher attendance rate  | 96.5%      | Up from 95.6%         | 94.8%                                      | 94.9%                    |
| Average teacher salary   | \$42,744   | Up 2.8%               | \$46,809                                   | \$45,345                 |
| Professional development days/teacher                                      | 15.2 days  | Up from 12.4 days     | 13.4 days                                  | 12.6 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 6.0        | Up from 5.0           | 5.0  | 4.0                      |
| Student-teacher ratio in core subjects                                     | 20.8 to 1  | Down from 21.7 to 1   | 19.5 to 1                                  | 18.5 to 1                |
| Prime instructional time   | 92.9%      | Up from 91.2%         | 89.8%                                      | 89.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil*   | \$6,098    | Down 6.7%             | \$6,545                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 68.0%      | Down from 69.1%       | 69.5%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 64.3%      | Down from 65.5%       | 66.4%                                      | 64.2%                    |

\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

Walhalla Elementary School is a K-5th grade school that serves 505 students. The mission of Walhalla Elementary School, in cooperation with the home and community, is to develop confident, responsible, productive lifelong learners by providing a total educational experience in a positive environment. We are very excited about the accomplishments of our students and staff during the 2007-2008 school year and we are continually looking for ways to improve. Our school met Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Legislation and we received the Education Oversight Committee's "Closing the Gap" award for improving test scores for a historically underachieving group.

The continued analysis of our PACT test and Measuring Academic Progress (MAP) data allows us to reflect upon our instructional strategies, assessments, and programs so that we can be assured we are providing each student with the best possible opportunity to be successful. While our test scores consistently meet and exceed the state and district average for students scoring Basic or higher on PACT, we continue to strive for improvement.

Staff development continues to be a key component in our success. Our teachers received training in various areas in order to help meet the ever-changing needs of our students. Some of these areas include Positive Behavior Intervention Support (PBIS), Technology Integration, Balanced Literacy, Curriculum Mapping, Differentiated Instruction, and Spelling Instruction. A number of our teachers attended professional conferences and were able to share the information from the conferences with our entire staff.

Our students have opportunities above and beyond the regular school day. Our math and English/Language Arts (ELA) labs open before and after school. A homework center is provided three days a week for students in grades 3, 4, and 5. Students in grades 4 and 5 can also participate in our Drama Club, Art Squad, and Chorus programs. Our Parent, Teacher, Student Team (PTST) and our School Improvement Council (SIC) continue to play important parts in our success. Donations from the PTST helped us purchase, among other things, an agenda for each student in grades 3, 4, and 5, instructional technology for our classrooms and computer lab, classroom supplies, and much more. The PTST also sponsored a Thanksgiving dinner and our Teacher Appreciation Week activities. Our SIC sponsored our 4th annual Family Fun Run to promote physical fitness, Family Write Night (with storyteller Tim Lowery), Season's Readings, and Math and Science Night. We also hosted four ESOL Food and Family Nights for our families.

Our students, staff and families continue to have the opportunities to participate in service projects. Our Relay for Life team raised over \$11,000 for the American Cancer Society, and our school held a Relay for Life mini-walk as part of our field day activities. Our school visited the local retirement home at Christmas and participated in a can tab drive for St. Jude's Children Hospital.

As you can see, Walhalla Elementary School has numerous accomplishments to be proud of. These accomplishments are only possible because of the dedication of our staff, students, and families. We will continue to work together to ensure that Walhalla Elementary School is a place Where Everyone is a Star.

Steve Hanvey, Principal

Marsha Burrell, SIC Chairperson

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 40       | 70        | 34       |
| Percent satisfied with learning environment            | 100.0%   | 94.3%     | 100.0%   |
| Percent satisfied with social and physical environment | 97.5%    | 92.9%     | 93.9%    |
| Percent satisfied with school-home relations           | 100.0%   | 100.0%    | 83.9%    |

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

|                                 |     |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |  |
|---------------------------|--|
| School Improvement Status |  |
|---------------------------|--|

| School Improvement Key |   |
|------------------------|---|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.   |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

| Teacher Quality and Student Attendance |  |  |
|--|--|--|
|--|--|--|

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.0%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0%         | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 97.2%      | 94.0%           | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

## PACT Performance By Group

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

|              |     |     |     |    |      |     |      |      |      |     |     |
|--------------|-----|-----|-----|----|------|-----|------|------|------|-----|-----|
| All Students | 239 | 100 | 9.1 | 32 | 51.1 | 7.8 | 74.5 | 50.9 | 48.2 | Yes | Yes |
|--------------|-----|-----|-----|----|------|-----|------|------|------|-----|-----|

## Gender

|      |     |     |    |      |      |   |      |    |      |     |     |
|------|-----|-----|----|------|------|---|------|----|------|-----|-----|
| Male | 120 | 100 | 13 | 31.3 | 48.7 | 7 | 68.7 | 43 | 41.7 | N/A | N/A |
|------|-----|-----|----|------|------|---|------|----|------|-----|-----|

|        |     |     |     |      |      |     |      |      |    |     |     |
|--------|-----|-----|-----|------|------|-----|------|------|----|-----|-----|
| Female | 119 | 100 | 5.2 | 32.8 | 53.4 | 8.6 | 80.2 | 59.3 | 55 | N/A | N/A |
|--------|-----|-----|-----|------|------|-----|------|------|----|-----|-----|

## Racial/Ethnic Group

|       |     |     |     |      |      |   |      |      |    |     |     |
|-------|-----|-----|-----|------|------|---|------|------|----|-----|-----|
| White | 206 | 100 | 6.5 | 30.8 | 53.7 | 9 | 77.6 | 54.1 | 60 | Yes | Yes |
|-------|-----|-----|-----|------|------|---|------|------|----|-----|-----|

|                  |   |     |     |     |     |     |     |      |      |     |     |
|------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| African American | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 35.4 | 31.7 | I/S | I/S |
|------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|                        |   |     |     |     |     |     |     |      |      |     |     |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 59.4 | 70.4 | I/S | I/S |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|          |    |     |      |      |      |   |      |      |      |     |     |
|----------|----|-----|------|------|------|---|------|------|------|-----|-----|
| Hispanic | 22 | 100 | 28.6 | 33.3 | 38.1 | 0 | 61.9 | 39.2 | 38.4 | I/S | I/S |
|----------|----|-----|------|------|------|---|------|------|------|-----|-----|

|                         |     |     |     |     |     |     |     |      |    |     |     |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|------|----|-----|-----|
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 58.3 | 47 | I/S | I/S |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|------|----|-----|-----|

## Disability Status

|          |    |     |      |      |      |     |      |      |    |     |     |
|----------|----|-----|------|------|------|-----|------|------|----|-----|-----|
| Disabled | 20 | 100 | 16.7 | 44.4 | 33.3 | 5.6 | 44.4 | 16.1 | 16 | I/S | I/S |
|----------|----|-----|------|------|------|-----|------|------|----|-----|-----|

## Migrant Status

|         |     |     |     |     |     |     |     |     |      |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|

## English Proficiency

|                            |    |     |    |    |    |   |    |    |      |     |     |
|----------------------------|----|-----|----|----|----|---|----|----|------|-----|-----|
| Limited English Proficient | 21 | 100 | 35 | 25 | 40 | 0 | 55 | 38 | 36.9 | I/S | I/S |
|----------------------------|----|-----|----|----|----|---|----|----|------|-----|-----|

## Socio-Economic Status

|                |     |     |      |      |      |     |      |      |    |     |     |
|----------------|-----|-----|------|------|------|-----|------|------|----|-----|-----|
| Subsided meals | 101 | 100 | 11.7 | 41.5 | 45.7 | 1.1 | 71.3 | 38.8 | 34 | Yes | Yes |
|----------------|-----|-----|------|------|------|-----|------|------|----|-----|-----|

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

|              |     |     |     |      |      |      |      |      |      |     |     |
|--------------|-----|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 239 | 100 | 9.5 | 39.8 | 22.1 | 28.6 | 64.1 | 50.9 | 45.8 | Yes | Yes |
|--------------|-----|-----|-----|------|------|------|------|------|------|-----|-----|

## Gender

|      |     |     |      |      |      |    |      |    |      |     |     |
|------|-----|-----|------|------|------|----|------|----|------|-----|-----|
| Male | 120 | 100 | 10.4 | 38.3 | 18.3 | 33 | 64.3 | 51 | 45.6 | N/A | N/A |
|------|-----|-----|------|------|------|----|------|----|------|-----|-----|

|        |     |     |     |      |      |      |      |      |      |     |     |
|--------|-----|-----|-----|------|------|------|------|------|------|-----|-----|
| Female | 119 | 100 | 8.6 | 41.4 | 25.9 | 24.1 | 63.8 | 50.9 | 45.9 | N/A | N/A |
|--------|-----|-----|-----|------|------|------|------|------|------|-----|-----|

## Racial/Ethnic Group

|       |     |     |     |      |      |      |      |      |    |     |     |
|-------|-----|-----|-----|------|------|------|------|------|----|-----|-----|
| White | 206 | 100 | 7.5 | 39.3 | 21.9 | 31.3 | 68.2 | 54.9 | 59 | Yes | Yes |
|-------|-----|-----|-----|------|------|------|------|------|----|-----|-----|

|                  |   |     |     |     |     |     |     |      |      |     |     |
|------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| African American | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 28.4 | 26.9 | I/S | I/S |
|------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|                        |   |     |     |     |     |     |     |      |      |     |     |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 65.6 | 71.3 | I/S | I/S |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

|          |    |     |      |      |      |     |      |      |      |     |     |
|----------|----|-----|------|------|------|-----|------|------|------|-----|-----|
| Hispanic | 22 | 100 | 23.8 | 38.1 | 28.6 | 9.5 | 42.9 | 41.7 | 38.1 | I/S | I/S |
|----------|----|-----|------|------|------|-----|------|------|------|-----|-----|

|                         |     |     |     |     |     |     |     |      |      |     |     |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 83.3 | 46.2 | I/S | I/S |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

## Disability Status

|          |    |     |      |    |      |      |      |      |      |     |     |
|----------|----|-----|------|----|------|------|------|------|------|-----|-----|
| Disabled | 20 | 100 | 27.8 | 50 | 11.1 | 11.1 | 44.4 | 21.6 | 17.1 | I/S | I/S |
|----------|----|-----|------|----|------|------|------|------|------|-----|-----|

## Migrant Status

|         |     |     |     |     |     |     |     |     |      |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|

## English Proficiency

|                            |    |     |    |    |    |    |    |      |      |     |     |
|----------------------------|----|-----|----|----|----|----|----|------|------|-----|-----|
| Limited English Proficient | 21 | 100 | 20 | 40 | 30 | 10 | 45 | 44.4 | 38.7 | I/S | I/S |
|----------------------------|----|-----|----|----|----|----|----|------|------|-----|-----|

## Socio-Economic Status

|                |     |     |      |      |      |    |      |      |      |     |     |
|----------------|-----|-----|------|------|------|----|------|------|------|-----|-----|
| Subsided meals | 101 | 100 | 14.9 | 46.8 | 21.3 | 17 | 48.9 | 38.3 | 31.4 | Yes | Yes |
|----------------|-----|-----|------|------|------|----|------|------|------|-----|-----|

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**PACT Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

**Science**

|                              |     |     |      |      |      |      |      |      |      |      |      |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students                 | 161 | 100 | 20.4 | 37.6 | 23.6 | 18.5 | 42   | 35.1 | 35.7 | 97.2 | 96.3 |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |      |      |
| Male                         | 80  | 100 | 15.4 | 38.5 | 28.2 | 17.9 | 46.2 | 37   | 37.4 | 97.3 | 96.3 |
| Female                       | 81  | 100 | 25.3 | 36.7 | 19   | 19   | 38   | 33.1 | 33.8 | 97   | 96.2 |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |      |      |
| White                        | 139 | 100 | 19.1 | 35.3 | 25.7 | 19.9 | 45.6 | 38.8 | 49.2 | 97.2 | 96   |
| African American             | 8   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 15.8 | 17   | 96.9 | 97.2 |
| Asian/Pacific Islander       | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 50   | 58   | 98.9 | 96.8 |
| Hispanic                     | 14  | 100 | 28.6 | 50   | 14.3 | 7.1  | 21.4 | 23.1 | 24.9 | 97.1 | 97.1 |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 37.4 | N/A  | 97.4 |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                     | 16  | 100 | 42.9 | 42.9 | 7.1  | 7.1  | 14.3 | 11.9 | 14   | 96.4 | 95.2 |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |      |      |      |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 21.9 | N/A  | N/A  |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient   | 13  | 100 | 23.1 | 53.8 | 15.4 | 7.7  | 23.1 | 21.3 | 24.4 | 97.3 | 97.3 |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |      |      |
| Subsided meals               | 60  | 100 | 24.6 | 47.4 | 12.3 | 15.8 | 28.1 | 24.2 | 21.1 | 96.5 | 95.7 |

**Social Studies**

|                              |     |     |      |      |      |      |      |      |      |      |      |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students                 | 163 | 100 | 11.5 | 37.8 | 30.8 | 19.9 | 50.6 | 33.5 | 34   | 97.2 | 96.3 |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |      |      |
| Male                         | 81  | 100 | 10.4 | 23.4 | 39   | 27.3 | 66.2 | 37.6 | 36.6 | 97.3 | 96.3 |
| Female                       | 82  | 100 | 12.7 | 51.9 | 22.8 | 12.7 | 35.4 | 29.1 | 31.3 | 97   | 96.2 |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |      |      |
| White                        | 137 | 100 | 9    | 37.6 | 31.6 | 21.8 | 53.4 | 35.9 | 44.5 | 97.2 | 96   |
| African American             | 7   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 20.9 | 19.1 | 96.9 | 97.2 |
| Asian/Pacific Islander       | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 62.5 | 58.9 | 98.9 | 96.8 |
| Hispanic                     | 17  | 100 | 31.3 | 37.5 | 25   | 6.3  | 31.3 | 23.5 | 27.5 | 97.1 | 97.1 |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 32.7 | N/A  | 97.4 |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                     | 14  | 100 | 0    | 46.2 | 15.4 | 38.5 | 53.8 | 15.8 | 14.4 | 96.4 | 95.2 |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |      |      |      |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 22.6 | N/A  | N/A  |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient   | 16  | 100 | 33.3 | 33.3 | 26.7 | 6.7  | 33.3 | 21.1 | 27.3 | 97.3 | 97.3 |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |      |      |
| Subsided meals               | 73  | 100 | 20.9 | 46.3 | 23.9 | 9    | 32.8 | 22.6 | 21   | 96.5 | 95.7 |

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 80                            | 98.8     | 2.6           | 28.6    | 66.2         | 2.6        | 68.8                       |
|                       | 4     | 76                            | 100      | 5.6           | 36.1    | 45.8         | 12.5       | 58.3                       |
|                       | 5     | 94                            | 100      | 15.6          | 46.7    | 34.4         | 3.3        | 37.8                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 79                            | 100      | 3.8           | 24.4    | 57.7         | 14.1       | 71.8                       |
|                       | 4     | 84                            | 100      | 9.9           | 30.9    | 50.6         | 8.6        | 59.3                       |
|                       | 5     | 76                            | 100      | 13.9          | 41.7    | 44.4         | 0          | 44.4                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Mathematics           |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 80                            | 100      | 2.6           | 54.5    | 28.6         | 14.3       | 42.9                       |
|                       | 4     | 76                            | 100      | 13.9          | 26.4    | 16.7         | 43.1       | 59.7                       |
|                       | 5     | 94                            | 100      | 7.8           | 40      | 20           | 32.2       | 52.2                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 79                            | 100      | 7.7           | 53.8    | 19.2         | 19.2       | 38.5                       |
|                       | 4     | 84                            | 100      | 9.9           | 32.1    | 28.4         | 29.6       | 58                         |
|                       | 5     | 76                            | 100      | 11.1          | 33.3    | 18.1         | 37.5       | 55.6                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Science               |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 40                            | 100      | 25.6          | 41      | 28.2         | 5.1        | 33.3                       |
|                       | 4     | 76                            | 100      | 23.6          | 26.4    | 20.8         | 29.2       | 50                         |
|                       | 5     | 48                            | 100      | 22.7          | 31.8    | 20.5         | 25         | 45.5                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 39                            | 100      | 20.5          | 30.8    | 33.3         | 15.4       | 48.7                       |
|                       | 4     | 84                            | 100      | 19.8          | 44.4    | 23.5         | 12.3       | 35.8                       |
|                       | 5     | 38                            | 100      | 21.6          | 29.7    | 13.5         | 35.1       | 48.6                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Social Studies        |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 40                            | 97.5     | 2.6           | 39.5    | 36.8         | 21.1       | 57.9                       |
|                       | 4     | 76                            | 100      | 13.9          | 47.2    | 20.8         | 18.1       | 38.9                       |
|                       | 5     | 47                            | 100      | 33.3          | 48.9    | 11.1         | 6.7        | 17.8                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 41                            | 100      | 7.5           | 47.5    | 25           | 20         | 45                         |
|                       | 4     | 84                            | 100      | 7.4           | 37      | 34.6         | 21         | 55.6                       |
|                       | 5     | 38                            | 100      | 25.7          | 28.6    | 28.6         | 17.1       | 45.7                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |

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N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample